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ABSTRACT

This is an evaluation of a Title VII bilingual education program carried out for Spanish and English dominant children in grades K-6 at Public School 332 in Brooklyn, New York. The aims of the program were to develop students' abilities to speak, read, and write English, to enable Spanish speaking children to interact with their English speaking peers, and to provide for bilingual staff development, parent and community involvement, and the development of instructional materials. In addition, goals were set for student achievement in the areas of mathematics, social studies, science, and cross cultural understanding. Staffing, instructional practices, and in-class and extracurricular activities are described in this report. Also presented are pre and post test scores, indicating achievement in reading, vocabulary, comprehension, mathematics, history, and culture for students at most grade levels. Brief recommendations are offered in the areas of classroom assignment of Spanish speaking pupils, outreach to surrounding schools, the incorporation of music and dancing into the curriculum, and the teaching of test-taking skills to participating students. (GC)

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P.S. 332 Title VII Program

District Model For Bilingual Development

Final Evaluation Report

1978-1979

Project # 5077-97601,2
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Students who do not understand what the teacher is saying don't learn. This fact has been recognized and translated into educational policy on the federal, state, and city levels. Providing that students' linguistic difficulties be recognized in designing their educational program is consistent with today's emphasis on individualized education plans rather than total emphasis on grade levels.

In 1964, the Supreme Court ruled that the failure of a school district to provide linguistically comprehensible instruction for its non-English-speaking students was a denial of equal opportunity under Title VI of the Civil Rights Act of 1964. This judgment was followed by the passage of the Elementary and Secondary Education Act of 1965, Educational deficiencies of student stemming from unfamiliarity with the English language were to be identified and treated so that the student developed competence in written and spoke English. The limited objectives of the 1965 Act were expanded in 1967 in Public Law 89-10 which created Title VII.

A court action was decisive on the city level, as well, In New York City, a class action by Puerto Rican and other Hispanic public school children, their parents, Aspira of New York, Inc. and Aspira of America, Inc. ended in a Consent Decree on August 29, 1974. This decree affected all New York City public school children whose English language deficiency prevented them from effectively participating in the learning process and who could more effectively participate in Spanish. It required that the Board of Education accurately and systematically identify and classify children who are Spanish-speaking or Spanish surnamed.

After being identified, the children were to be provided with a bilingual program in which their ability to speak, read and write English was developed, while specific subject area instruction was in Spanish. The program also required that the children spend maximum time with other children so as to avoid isolation and segregation from their peers.

The aims of the federal Title VII program were consistent with the New York City consent decree program. Added to the aims were provisions for bilingual staff development, community involvement, and development of instructional materials. Within Community School District 23, Title VII funded the bilingual-bicultural program at P.S. 332, intended to be a district model for bilingual development. In Fall 1978, the Title VII program at P.S. 332 began its third year of a five-year program for Spanish-dominant and English-dominant students in grades kindergarten through six. The long-range aims of the program are:

1. This program will during five years establish a process model of social, cultural, and language integration of the Spanish and English dominant children enrolled in it; a model suitable for all schools in the district and beyond.
2. This project will, in each year of its special funding, increase the success of its children in their basic curriculum areas, both in English and Spanish, of reading, mathematics, social studies, and science.
3. This project will encourage its children of limited English speaking ability to become fully functional in the language of the larger society while striving to maintain and develop fluence

in his native language.

4. This program will in each of five years improve the cross-cultural understanding and acceptance of the Spanish dominant and English dominant children while building up a strong and proud self-image for all children within their cultural and familial roots.
5. The staff of the program will acquire over a five-year period a cumulative total of significantly improved performance that will be measured, recorded, and retained.
6. This project will encourage the formation of teaching teams composed of: a bilingual teacher, a monolingual teacher, a swing or resource teacher, and two paraprofessionals (one bilingual and one monolingual), for the purpose of providing, in a systematic manner, the necessary learning environment to accomplish the preceding objectives. (Approximately 68 children are to be serviced by the team, half Spanish dominant and half English dominant.)

The objectives of the program for the school year 1978-1979 were the same as for the preceding year. They were:

Objective I: Seventy percent of those pupils of limited English-speaking ability enrolled in the English reading program before 9-30-78 and attending 75% of those classes preceding testing will improve their English reading ability significantly as manifested in post-testing by the District Evaluation Unit in June, 1979.

Objective II: Seventy percent of those pupils of limited English-speaking ability enrolled in the program before 9-30-78 and attending 75% of those classes preceding testing will improve their Spanish reading ability four months as manifested in items answered correctly on appropriate versions of the Interamerican Series (C.I.A.).

Objective III: Seventy percent of those pupils of limited English-speaking ability attending 75% of those classes preceding testing will improve their performance in mathematics significantly in English and Spanish - as manifested in items answered correctly on an appropriate test.

Objective IV: Seventy percent of those pupils of limited English-speaking ability attending 75% of those classes preceding testing will improve their knowledge of the history and culture associated with their language significantly as manifested in number of items answered correctly on a criterion-referenced test to be developed by the curriculum teacher and the staff development teacher.

Objective V: By April 22, 1979, a majority of children of limited English-speaking ability will have been represented by an adult member of their family at a school or parents association activity, including school visits and meetings; and 25% of the children thus represented will have been so represented more than twice.

Objective VI: Children of limited English-speaking ability will participate in learning activities with children of Black non-Hispanic ethnic background in the areas of culture, music, art, related field trips and grade and special assemblies for the purpose of encouraging the development of positive social ties and an understanding of each other's culture.

Objective VII, which involved team-teaching for kindergarten teachers, could not be continued because of the reduced enrollment, both in the year 1977-1978 and in the year 1978-1979. Objective VIII, which concerned the establishment of a multi-media laboratory, could not be implemented because of the theft of equipment. However, according to the proposal for the school year 1979-1980, this activity will be revived and updated to meet the transition mandate of the new federal legislation. This legislation requires that children become proficient in English and make a transition from bilingual to monolingual class as early as possible. This activity will include both bilingual and monolingual pupils. It is hoped that a school museum and picture gallery can be established. As in previous years, Spanish-dominant students have been identified through the use of the Language Assessment Battery, scores on the Stanford tests, and the judgment of the teacher. There are classes of monolingual and bilingual students in grades one through six. However, fourth and fifth bilingual students were combined in one class, as were bilingual students in the third and fourth grades. Bilingual classes are being taught in both English and Spanish. Subjects taught in Spanish for Spanish-dominant students are reading, science, and mathematics. Minor subjects (e.g., art, music, hygiene) are being taught in English. For many activities, the Spanish-dominant students are paired with English-dominant students. These shared activities are planned to foster social, cultural, and language integration.

As it was during school year 1977-1978, the kindergarten class was too small to be divided into two classes, and only one class was organized at this level. Instruction in Spanish for skills learned at kindergarten level is provided by resource teachers for Spanish-dominant kindergarten pupils. A bilingual paraprofessional, funded by the Title I Early Childhood component, strengthens the bilingual component of the kindergarten program.

The project supports resource centers for students and teachers: a bilingual resource center and a reading and second language laboratory. The bilingual resource center stores instructional material and audio-visual equipment. The reading and second language laboratory provides both Spanish reading and instruction of English as a second language.

The program with Brookdale Hospital has been continued. Therapists from Brookdale Hospital provide both individual and group therapy for pupils and their family, and serve as consultants for the staff and parents on mental health and related topics.

While student attrition has been a problem for P.S. 332 in the past, the school year 1978-1979 did not see any substantial shrinking of the school census. About 360 children are being served in school year 1978-1979. As previously stated, however, there was combining of students in the third and fourth grade bilingual grades, and in the fourth and fifth grades. This will be discussed further in this report, after the evaluation test results are presented.

There have been no changes in the P.S. 332 Title VII evaluation design. The budget has been revised to increase supply expenditures. These funds were available because of a personnel vacancy.

In response to a suggestion made in the final evaluation report for 1977-1978, the program has incorporated more music in its daily procedures. For example, a phonograph provides music when students enter the auditorium for assemblies, and when they leave the auditorium. More could and should be done. At a very well attended bilingual Talent Show, held on Dec. 14, 1978, pupils

were responsive to a dance group that meets in the community. It would be constructive if this group was brought to the school more often. Other areas of possible development are instruction on musical instruments, singing and music appreciation. Grant opportunities should be explored so that students are offered training on some level, from the simplest level of rhythm bands to more advanced instruction.

As in the school year 1977-1978, the Open Court Basic Readers were used in the bilingual classrooms. The Curriculum Specialist provided supplementary material for those areas that she and the classroom teachers decided should be strengthened.

During the past school year, the bicultural emphasis in the Title VII program was included in the regular curriculum of P.S. 332. I observed an assembly during Black History Week, in which teachers, paraprofessionals, parents and students participated. The occasion was memorable for both the observers and those who created a historical pageant with song, dance, and narrative.

In addition, a bilingual Talent Show, held December 14, 1978, brought students, parents, teachers, and other community members together. The show was well-attended and well-received. There was dancing, singing, and performances on musical instruments.

STAFF DEVELOPMENT

As in previous years, there has been more staff turnover than is desirable. Fortunately, there is stability in the position of project director and the project director is the same as in previous years. The teacher trainer position left vacant at the end of school year 1977-1978 was filled in February, 1979. However, that individual resigned by mail shortly after, after going abroad because of a family emergency. At about the same time, the teacher holding the position of language specialist, also left.

The Curriculum Specialist during 1978-1979 was stable throughout the school year. Also stable were the parent program assistant, the family assistant and the Title VII Guidance Counselor. The three individuals in these positions were the same as occupied the position in 1977-1978. The teacher who held the position of Language Specialist during 1977-1978 did not hold the position of Language Specialist during 1978-1979; she taught the bilingual class in the first grade during school year 1978-1979.

The bilingual school secretary, who left because of pregnancy, was replaced. This was not true for the position of educational assistant. The line was discontinued due to the across-the-board 5% cut of all Title VII programs.

During the school year tuition was paid for courses at Hunter College for two of the teachers at P.S. 332. In addition, the program supported courses taken at Long Island University by one bilingual teacher from P.S. 55 and one bilingual teacher from P.S. 150.

Rather than school-wide in-service workshops, the Curriculum Specialist and the Project Director, have held workshops in each grade level, aimed at particular problems experienced at the grade level. In addition, the Curriculum Specialist held weekly workshops with the first grade teachers. As stated in the interim report, the relationship between the classroom teachers, the resource teachers, and the administration of P.S. 332 continues to be good. Problems are not hidden, but are discussed and used as the basis for continued growth.

EVALUATION TEST RESULTS

The first objective of the program for the school year 1978-1979 was the significant improvement by Spanish-dominant students, of their English reading ability. The Stanford Diagnostic Reading Test was used for the evaluation as it was in previous school years. The pre-test was given on October 19 and 20, 1978. The post-test was given during the week of May 7th, 1979. The results for the second through sixth grades are given below:

COMPREHENSION

Grade	No. of Pupils	Pre-test Mean	Post-test Mean	T	SIGNIFICANT
2	24	15.13	18.88	4.39	YES
3	17	24.47	22.82	-0.50	NO
4	17	17.35	21.00	2.93	YES
5	20	16.95	21.4	3.27	YES
6	18	13.89	17.33	2.93	YES

VOCABULARY

Grade	No. of Pupils	Pre-test Mean	Post-test Mean	T	SIGNIFICANT
2	26	36.65	61.42	8.39	YES
3	17	62.18	77.29	4.43	YES
4	17	43.12	46.06	1.93	YES
5	20	37.95	40.00	2.39	YES
6	18	26.44	35.44	3.94	YES

All children except for the pupils in the third grade, showed significant improvement in Comprehension and Vocabulary. In the third grade, the pupils showed significant improvement in Vocabulary, but not in Comprehension. In the first grade, the results were as follows:

Number of Pupils	Pre-test Mean	Post-test Mean	T	SIGNIFICANT
18	20.22	29.72	5.80	YES

First grade pupils made highly significant improvements in their reading ability.

Objective II related to the Spanish reading ability by pupils of limited English-speaking ability. The test for Spanish reading ability was the Interamerican Series (C.I.A.). The pre-test was given from October 11 to November 17, 1978. The post-test was given May 28 and 29, 1979. The Vocabulary and Level of Comprehension parts of the test were analyzed separately. The total figure includes the Speed of Comprehension which, as in previous years, was not analyzed separately.

INTERAMERICAN SERIES

	VOCABULARY					COMPREHENSION			
GRADE	NO. OF PUPILS	PRE-TEST	POST-TEST	T	SIG.	PRE-TEST	POST-TEST	T	SIGNIFICANT
1	14	11.50	20.29	2.80	YES	8.43	11.14	1.66	NO
2	27	21.58	34.04	7.76	YES	8.25	28.58	14.29	YES
3	11	16.73	21.82	3.84	YES	17.91	18.54	.38	NO
4	13	8.85	11.46	1.44	NO	10.31	9.08	-0.71	NO
5	19	10.82	13.45	2.56	YES	9.79	10.84	.91	NO
6	13	15.17	19.08	2.61	YES	13.23	17.38	3.08	YES

TOTAL ANALYSIS

GRADE	PRE-TEST	POST-TEST	T	SIG.
1 1	19.93	31.43	2.53	YES
2	31.59	63.41	16.47	YES
3	42.82	47.64	1.63	NO
4	25.31	29.54	1.20	NO
5	25.00	30.68	3.06	YES
6	34.15	47.46	4.27	YES

The first, second and sixth grade pupils made significant improvement in their Spanish reading, in Vocabulary, Comprehension and in the Total Analysis. In addition, third and fifth grade pupils improved significantly in Vocabulary, the fifth grade pupils making enough progress in Vocabulary to make a significant different in the total analysis. This situation was comparable to last year, when fifth grade pupils made significant progress not in Vocabulary, but in Comprehension. Again, their progress in one aspect of reading skills raised their total scores so that the total indicated significant improvement. However, greater emphasis on comprehension skills would seem to be needed. Curriculum should be developed in this area.

Objective III dealt with improvement of performance in mathematics as measured by the Stanford mathematics test. Mathematics was pre-tested on October 23 1978: the post-test was during the week of May 7th. Results for the first and fourth grades are given in raw scores. For other pupils, the results are given in grade equivalents.

GRADE	# OF PUPILS	PRE-TEST	POST-TEST	T	SIGNIFICANT
1	18	19.11	33.50	7.16	YES
2	26	1.80	2.43	10.68	YES
3	15	2.28	2.50	1.92	YES
4	15	3.66	4.13	2.40	YES
5	22	63.32	68.91	1.74	YES
6	13	4.17	5.48	4.42	YES

The fourth objective of the program was that pupils of limited English speaking ability would significantly improve their knowledge of the history and culture associated with their language. The test for this was developed by the curriculum teacher and the staff development teacher. The results are given below.

GRADE	# OF PUPILS	PRE-TEST MEAN	POST-TEST MEAN	T	SIGNIFICANT
1	15	8.20	9.87	3.51	YES
2	18	10.22	12.67	2.75	YES
3	9	12.67	14.67	1.95	YES
4	14	18.64	18.71	0.06	NO
5	12	21.00	20.08	0.97	NO
6	17	24.47	26.71	2.65	YES

All grades except for the fourth and fifth showed significant improvement on the culture test.

The fifth objective for school year 1978-1979 concerned school visits by parents. On a form designed within the school, a Parent-Teacher Interaction form, it was indicated that a majority of the children of limited English-speaking ability were represented by an adult member of their family at a school activity and that many of the parents attended more than one school function. In addition to school activities, like assemblies, some parents were involved in district-wide activities.

Several Spanish-speaking parents from P.S. 332 attended the Retreat Weekend Workshop which was held from March 23rd to March 25th at the Poconos Environmental Education Center. At this Workshop, the District Superintendent, Dr. Nellie R. Duncan, presented the Mid-Year Report to the parents. Many specialists presented informative talks, and lively discussions centered on issues of school discipline. Parents, teachers, and administrators were able to get to know each other better in an informal and beautiful setting. One hopes that retreat weekend workshops will become a regular part of the school calendar.

In the school, there was a parent exercise class that was held three times a week for one hour in the morning. It was led by the Teacher/Parent Trainer. I observed this class. Unfortunately, it terminated when the Teacher/Parent Trainer left the school. In a room set aside for parents, various craft workshops created projects that appeared to be stimulating and enjoyable to the participants. In addition I observed parents present at major school assemblies, like the assembly for Black History Week.

Objective VI concerned the participation of joint learning activities for children of limited English-speaking ability and children of Black non-Hispanic ethnic background in the areas of culture, music, art, related field trips and grade assemblies for the purpose of encouraging the development of positive social ties and an understanding of each other's culture. This is an intrinsic part of the program of the school. Holidays are marked with assemblies that are attended by all students and many parents; students have made trips to Philadelphia, Brooklyn Museum, the Museum of Natural History, Radio City Music Hall and the New York Experience.

There is no longer team-teaching in the kindergarten because of the reduced enrollment. This problem will be addressed in the Recommendation section. The school museum and picture gallery were not set up because of the vacancies in the project personnel, However, plans have been made for its establishment as soon as the vacancies are filled.

RECOMMENDATIONS

One can see from the test results that pupils in combined classes did not progress as well as pupils in classes confined to one grade. Although there are many arguments for ungraded classes, the experience of the past year does not indicate that pupils in combined classes at P.S. 332 fared well. In view of the enrollment problems of all schools, the best solution may well be the concept of magnet schools. Within walking distance from P.S. 332, P.S. 298 and P.S. 150 both contain Spanish-speaking pupils, but in limited number. At P.S. 150, for example, four grades of Spanish-speaking pupils are combined in one class. If Spanish-speaking students were assigned to P.S. 332, there would be ample pupils to have a class on each level.

Within time and financial constraints, more active reaching-out to surrounding schools would be valuable. Vacancies within the project personnel made this difficult during 1978-1979. However, as soon as those vacancies are filled, resource personnel should be made available to schools with bilingual students who could benefit by the materials produced by the Title VII program at P.S. 332, and by the experience of the staff there. Needless to say, all vacancies should be filled as soon as possible.

A far better recording system for evaluation test results must be developed. The figure analysis for evaluation tests was done by an outside consultant. This consultant did not adequately direct the school administration's efforts to record data. As a result, data analysis was delayed and difficult. I suggest that there is a conference between teachers, administrators, District Office personnel, and the statistician who will work with the test results. Test scores should be recorded on a form that is prepared for data analysis. All questions should be resolved before the end of the school year.

As previously mentioned, far more music and dancing should be incorporated into the program. The energies of young people, always abundant, have to be directed into learning experiences. One of these valuable directions is increasing familiarity with rhythm patterns, body movements and harmony. While this learning requires more equipment than might be available at P.S. 332 at the present time, every effort should be made to purchase such equipment.

One does not want the school day to become grim. One problem many of the students may have had during 1978-1979 was the many tests that they had to take. For example, there were two city-wide tests, one of which was later invalidated. A rational schedule of testing, with pre and post tests spaced apart as far as possible, should be developed. Test-taking skills should be taught, in both Spanish and English. This kind of scheduling could well be the kind of problem that is worked on by the District Office and the schools together.

In its struggle with problems that affect students throughout New York City, the Title VII program continues to enrich the regular educational program and to fulfill its long run objectives. It offers Spanish-dominant pupils the kind of individualized attention that is becoming part of the teaching process. It directs its attention to the educational deficiencies that for many students, stem from their unfamiliarity with the English language. Operating in accordance with federal, state, and city objectives, the program at P.S. 332 achieves a variety of educational objectives, and gives Spanish-dominant students the remediation, enrichment, and basic knowledge and skills that they need.